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ABSTRACT

This study attempts to present, evaluate and explain available data relative to the determination of differences in role-definition between principals and counselors. The author addresses his study to the question--to what extent is the viability of the guidance program in schools affected by role-definition and comprehension, and communication between principals and counselors? One hundred and ten principals and counselors responded to questionnaires designed to identify role definitions. Results revealed that there was considerable conflict in the role relationship between the two groups, such as: (1) counselors assumed or were given administrative authority; (2) counselors and principals failed to respect each other's tasks; and (3) many counselors were assigned duties which were unrelated to their major functions. The author reaches several conclusions for both counselors and principals in an attempt to help clarify and strengthen their cooperative relationship within the school system. (Author/PC)

TO DETERMINE SOME CRITERIA FOR DEFINING THE ROLE-DEFINITION OF THE COUNSELOR AS PRECEIVED BY THE ADMINISTRATOR AND THE ROLE OF THE ADMINISTRATOR AS PRECEIVED BY THE COUNSELOR IN ORDER TO FURTHER FACILITATE STUDENT DEVELOPMENT AT THE SECONDARY LEVEL

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ABSTRACT

Problem and Procedure

The purpose of this study is to present, evaluate and explain available data relative to the determination of the difference in role-definition of principals and counselors in an effort to establish relationships which will further facilitate student development at the secondary school level.

The primary question asked in this study is--to what extent is the viability of the guidance program in schools affected by role-definition and comprehension, and communication between principals and counselors?

One hundred and ten principals and counselors from two school systems participated in the study. The two school systems involved were the Birmingham City School System and the Jefferson County School System. Both systems are located in Jefferson County of the state of Alabama.

Since this was a descriptive study no statistical analysis was made of the data. Tables were developed for all items included in the questionnaires. The number and per cent of responses in each classification of the two school systems were presented in the appropriate tables.

The instruments used to obtain data for this study were two questionnaires--one constructed for high school principals and another for high school counselors. The questionnaire administered to principals contained thirty-three questions and the one administered to counselors consisted of forty-one questions. Both questionnaires included questions which were directly related to the role-

definition of principals and counselors and to their respective relationships.

This study revealed that there was considerable conflict in the role relationship between counselors and principals. Some of these conflicts were: (1) counselors assumed or were given administrative authority, (2) counselors and principals failed to respect each other's tasks, and (3) many counselors were assigned duties that were unrelated to their major functions.

The general conclusions are: The principal should (1) keep lines of communication open between himself and the counselor, (2) solicit recommendations from counselor, (3) encourage the counselor to feel vital and expect more contributions from him, (4) make certain that the rights of all counselees are protected, and (5) schedule a reduction in clerical and other extra-counselor work which should give more time for guidance and personnel work. The counselor should (1) establish a program so as not to give the impression that he is assuming administrative authority; remembering that as counselor, his role is not "to boss," but "to assist" while being consistently firm, unbiased and respectful of authority, (2) learn the principal's written and unwritten policies, for this will expedite time and prevent errors, (3) seek roles such as consultant in order to help solve students' and co-workers' problems and (4) develop finesse and diplomacy in dealing with school personnel.

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It is quite understandable that no successful accomplishment can be attained alone. It takes the interest and cooperation of many individuals. This study is no exception, and the writer is indebted to a number of dedicated people throughout the country.

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Introduction

The purpose of this study is to present a body of materials which gives a theoretical overview of the roles of both the principal and the guidance counselor in a school setting. It also aims to provide practical techniques for principals and counselors working with each other, and working with groups.

However, it should be specifically noted from the outset that this study is structured to deal primarily with the role-definition of the guidance counselor and the principal on the high school level as related to or affected by the students. It is not intended to minimize the vital role that the teacher and other school personnel play in the overall educational development of the pupil population.

The principal, who is the instructional and organizational leader within the school and who sets the tone and regulates the pulse for sucessful functioning of the school, is still subject to errors and censure by other educational participants. Therefore, this study is especially focused on the role relationship that exists between both the principal and counselor in their efforts to achieve better student development.

It should be emphasized that the counselor is in a precarious position between the student and other school personnel such that his role is oftentimes misinterpreted. When playing his role properly, the counselor has the opportunity to reduce many of the students' animosities and to inform, guide, and assist them in organizing their thinking. The counselor is, in many cases, one of the student's last resorts within

the school to whom he can present his personal problems and reveal his sincere feelings.

The hypothesis made in this study is that the counselor and principal are not fully aware of each other's functions. Consideration was given to the fact that each may be well qualified for his position, but may lack information and sensitivity toward changing life patterns, attitudes, and hidden agenda. Questionnaires were designed primarily to bring out many of these latent feelings and inadequacies that seem to exist on the part of both counselor and principal in an effort to elicit a better understanding and relationship between the two so as to promote better student development.

In Chapter Two - "Review of Related Literature Research," such areas are reviewed as organization of school, group dynamics, line of command in typical guidance programs, responsibilities of principal and counselor, and role-definition of principal and counselor.

Chapter Three - "Methodology and Research," explains the population sampled, the instruments used, procedures for gathering the data and how the questionnaires were pre-tested.

Chapter Four - "Findings, Interpretations and Analyses of Data," compiles, analyzes, and interprets the data in this study. The researcher thought it relevant to include the raw data along with his interpretations so that other readers might make other interpretations according to their own frame of reference. The two entire questionnaires of the principal and counselor questionnaires are structured in tables of parallel questions with their responses for quick and visible interpre-

tation. Also included in this chapter is the Summary of Findings.

In Chapter Five - "Conclusions and Recommendations," an overview is given of the entire study. For clarification and emphasis, the conclusions and recommendations are treated separately.

Chapter II

Review of Related Literature and Research

The purpose of this study was to investigate the actual and ideal roles of counselors and principals as perceived by each other in the secondary schools of two large educational systems in Jefferson County, Alabama.

Further, this study was a conscious attempt to review related literature and research on roles of the counselor and the principal.

None of the studies examined by the writer was on specific role-definition of the counselor as perceived by the administrator or vice versa. The closest work that the writer was able to find was an article written by Fortune V. Mannino on "Role Conflicts of the Administrator-Counselor." This article discussed the kinds of problems and conflicts that are involved when the administrator attempts to function in the dual capacity of administrator and counselor to his staff. Mannino's article stresses the human relationship factor that is involved when an administrator attempts to function in the administrator-counselor position simultaneously. Listed below, Mannino points out at least three conflicts of the administrator-counselor role, namely:

1. The administrator-counselor would probably find it extremely difficult to maintain an accepting, non-judgmental attitude toward a person in one relationship, and then have to reverse his stand when he puts on his other hat, so to speak.

2. It would be extremely difficult to establish an atmosphere of complete permissiveness, when both the counselor and his client enter the counseling

situation holding other positions in which they interact on quite different levels. This is bound to affect the manner in which they communicate and regard one another. For example how free would a client be to discuss a problem which violated some rule or policy? And what of his fears that disclosure of certain facts might lower the respect with which he is regarded either by the administrator or by his peers?

3. The administrator-counselor's responsibility for discipline would seriously impair his capacity for objectivity. He could not maintain the necessary detachment if he happened to be already emotionally involved in the situation because of his administrative functions. Conversely information revealed in the counseling situation might force him to become involved administratively in a way that would adversely affect his capacity to help in his role as counselor. (30)

There are many aspects to consider when reviewing literature that is related to the role-definition of the counselor and principal as viewed by each other. First, there is the irritation of some counseling personnel with some administrators, and at the same time there is the frustration of some administrators with some counselors. (33) Misunderstanding and suspicion develop a situation in which neither the principal not the counselor can do their most effective work.

One of the major gripes of counselors in local, state and national meetings was "principals are not guidance-oriented." Also, counselors were concerned about the failure of the organization to provide an appropriate amount of privacy for all personnel. Otherwise, the pressure to live up to the details of all social norms would become literally unbearable. (14) This raises the question as to whether or nor counseling on the part of the administration is not an invasion of his staff's privacy.

While working as a principal for five years, the writer observed that many principals were equally as dissatisfied as counselors. This potential source of conflict of principals versus counselors was reflected in local, state, and national meetings and also through personal discussions with principals. Many negative attitudes are manifested by administrative personnel who are not particularly fault-finders. Many principals feel that counselors have unbalanced views of the total problem of the school organization and that they are always seeking more staff, special funds, greater status, and that they also have very narrow interests. (33) Many administrators also feel that counselors' educational requirements are overextended and that their job does not require so much professional preparation.

Organization

A simple question to ask is: Why is an administrative hierarchy necessary in the first place? Or, in other words: Why have counselors? Why have principals? Both the principal and the counselor should be aware of the answers to these questions at all times. Each must be knowledgeable of each other's role, and by all means must be aware that their existence in these positions is solely for the better development of the students.

In explaining the function of the individual and the organization, Gibson and Hunt (7) focused basically on two words, "aggregate" and "group." An aggregate functions without a common purpose, lack of sufficient communication to common expectations about individual performance and also possibly a number of individuals working separately

as individuals. A group consists of a number of persons working and acting in relation to each other--a cooperative effort. Groups in a sense, are formed out of individual differences in capacity to satisfy shared goals. Gibson and Hunt further stated that the successful operation of all committees or groups working within the school is the primary responsibility of the principal or his designate to see that a common purpose is shared when two or more people are working together. For successful operation of all committees or groups working within the school, it is the primary responsibility of the principal or his designate to see that a common purpose is shared when two or more people are working together.

The principal and the counselor must work as a group and not as an aggregate. Both, as Gibson and Hunt emphasized, must share the same goals and be able to communicate with each other. This does not mean that they cannot differ in opinion and still work for the common interest of the child.

Gibson and Hunt made another vital point which is relatively essential in the relationship of the counselor and the principal for overall development of the child:

> The formal-informal distinction is closely connected to the distinction between the individual and the organization. We have pointed out, too, that individuals have psychological, social, biological, economic bases for the need to associate with others. Part of this need may be satisfied through work in the school system and part may not. Even if a teacher's economic and professional interests are met, there remain needs for friendship, recognition, and social contact. There is a growing body of evidence showing that the employee of a school system who can derive a wide range of satisfaction within his work space tends to become strongly identified with his work and develops positive attitudes toward the system, thus enhancing

its efficiency and effectiveness. The principal and counselor may gain many personal satisfactions through the informal role and professional accomplishments through the formal role. (7)

Hansen and Cramer are in practically complete agreement with Gibson and Hunt where group dynamics are concerned. The following is a statement of their thinking on group dynamics and its effectiveness:

> The importance of the group is contemporary and future society cannot be overemphasized. There is strong evidence to suggest that groups have become the primary medium for functioning in our culture. Today, approximately 70 percent of all employed persons work within corporate structures. A concomitant of this fact is that almost all corporate enterprises, from the school to business, industry, and the military, rely on the group as a procedural vehicle....(10)

Group work has been proven to be effective in helping students develop self-awareness, a sense of pride, and a desire to achieve.

Guidance programs are well established in high schools throughout America--they are in an organizational sense innovative. As such, guidance programs are involved in reorganizational conflicts in many schools. The following items described by Gordon Cawelti should increase the awareness of both principal and counselor where organizational conflicts are concerned:

1. Counselors and guidance teachers want to define their own roles within the school organization rather than have them defined by the administration.

2. Certain functions which were formerly administrative, such as scheduling responsibilities, have been assumed by counselors.

3. School systems spend more money to lower the counselor-pupil ratio, but at the same time questions the effectiveness of guidance services.

4. Counselors are required to spend more time working with statistics than in counseling students.

5. The necessity of considering certain information as "priviledged" frequently becomes a source of contention. (26)

The Principal

Research indicated that no direct studies have been made of the role-conflicts of the principal and the counselor within the secondary schools. Even though, this is the origin of potential conflicts and latent problems that arise unconsciously within the school from all directions. Sufficient attention is not given the principal-counselor roles. Many problems such as, role definition and diplomacy in dealing with each other, might be alleviated if both the principal and the counselor were aware of each other's role and then function toward helping students develop.

Mack J. Spears (34) emphasized that the principal's role is to stimulate, to encourage, to facilitate, and to know when it's time to step aside and get out of the way of progress. He further states that the principal should recognize and be mindful of the importance of a permissive atmosphere which usually activates and encourages initiative, cooperativeness and industry among both the student body and the staff of the school.

The principal of a school can be regarded in the same capacity as a captain of an ocean-bound ship. He must administer and organize the staff so that the entire organization operates at maximum effectiveness for the development and growth of all students and personnel.

The principal, especially the new principal, should learn to know all members of his staff and all regular workers in the school plant, because this is a most important step in blending human relationships

and motivating cooperation among people.

The following is a list of the principal's general responsibilities enumerated by Paul E. Elicker:

They can be classified under several headings.

1. General Administrative Duties
2. Personal Management of School
3. Supervision of Class and Out-of-Class Activities
4. Supervision of School Clerical Workers and Records
5. Development of a Professional Morale
6. Planning the improvement of the Educational Program
7. Cooperating in Community Responsibilities
8. Evaluating the Effectiveness of the School Enterprise (3)

Principals and counselors, as well as other staff members, must be involved in the overall operation of the school and community. However, it is quite difficult to discuss the comparable roles of administrators and counselors without involving the teachers and students. Elwood L. Prestwood stated the following:

> The extent and impact of education provided by any school are very largely determined by the teachers, for it is they who work directly with the pupils. The principal usually influences that education through his work with the staff. Since, as research has shown teachers function more adequately when they are involved with administrators and with other teachers in planning and in solving educational problems, changes that will really increase the equality of education will come more rapidly and more surely through the deliberate attempts of the principal and staff to work together.

> To work together most efficiently, both principal and his staff members must understand and use the techniques which have been found to be most effective in cooperative endeavors. Each person must learn to understand himself in order to understand his colleagues better. Each must know and use to advantage the factors that effect group relationships....
>
> Recent studies have shown that it is more difficult to work together than we have assumed. We must learn how to cooperate, just as we must learn to do most of the things we do....
>
> Working together leads to the professional growth of all involved in the process, improves mutual understanding and thereby reduces interpersonal conflicts, improves communication within the school, builds a wholesome atmosphere of security, and develops the leadership qualities of the whole staff....(18)

Supervision-Administrative and Guidance

Good supervisory and cooperative practices within any organization are of utmost importance. Margaret Ruth Smith in her article on "Supervision of Guidance Services," stated:

> Two major goals are inherent in the supervision of guidance services. One is to help guidance personnel attain a higher degree of professional growth, and the other is to facilitate the achievement of educational goals which are consistent with the best interests of all who are in the schools, both adults and children. Supervision helps to identify and to solve educational problems; it also helps to meet the needs of those who are trying to teach, to guide, and to learn....
>
> Supervision in education is newer than supervision in business and industry. It's not only newer, it is also different from industrial supervision. In a product-oriented environment, supervision traditionally has been regulatory and authoritarian. Educational supervision, on the other hand, is designed to facilitate, rather than to regulate; it is intended to free the professional person to do his best work, rather than to restrict him by rigid and prescribed formulas. In education, there is

> no quota to be met, no marker to compete for. Everyone in education is working toward the same goal--more effective learning for the individual student. Cooperation, rather than competition, is the watchboard. (19)

Most studies may agree that the administrator must be responsible first to the educational organization which employs him. And on the other hand some studies agree that a counselor is responsible first to his client. So the two roles can at times be extremely conflicting. Thus good common sense and realistic behavior will have to be exhibited by both the counselor and principal.

The following principles listed in the Guidelines for Professional Negotiation are very essential for principals and counselors to know if conflict is to be lessened:

> Proceed carefully at all times. First attempt to agree on principles; then discuss specific proposals for change, and their implications....
>
> Show that all parties have a mutuality of interest--not necessarily an identity of interest....
>
> Demonstrate sincerity of purpose. This is as important as skill and knowledge. Attitudes speak louder than actions....
>
> Know and admit the impact of your requests....
>
> Never confuse opposition with hostility....
>
> Negotiate in good faith--your intellect will tell you when you are negotiating and your conscience will tell you when you are showing good faith....
>
> Remember that the ability to separate fact from opinion is the mark of a clear mind and reflects intellectual honesty....(31)

Differing viewpoints can be stimulating and productive. Where role

conflict in the school is concerned, the authors, Morphet, Johns and Reller (15) stated that there is no known way of completely eliminating role conflict. They emphasized that an executive in a live organization is in a position of potential role conflict because he is in the middle of the superordinate and the subordinate. The superordinates are pushing him for organizational accomplishments while the subordinates are pressuring him to obtain their individual goals. The principal is closest to the informal organization of teachers and yet he holds status in the hierarchy. This enhances, state Morphet, et al, the leadership potentials of the principal. The teachers expect the principal to express their sentiments, norms, even when they are not in line with organizational purposes. This places the principal in an embarrassing situation. Morphet and associates stated that the role of the principal in relation to the central staff should be clearly defined. Relationships of the principal to the staff vary in different schools.

The following concerning lines of communication was stated:

1. Lines of communications between the principal and superintendent are direct rather than circuitous. District superintendents or supervising principals who serve as line officers between the superintendent and the building principal sometimes retard action rather than facilitate it. In large school systems, the superintendent will have deputy or assistant superintendents who may serve as line officers for certain matters. The operating arrangements should be so designed that these officers facilitate rather than retard the development and operation of the educational program.

2. There is direct functional communication between the principal and the business office, and maintenance department, the central film library, and

similar central services where the matters concerned are within the limits of established policy or within the budget or established policy, the principal communicated with the superintendent or his designated representative, and he does not act without securing proper approval.

3. The principal is recognized by the central staff as the executive head of the school he administers.

4. No one from the central staff has direct control over the employees at a school. The principal has that responsibility.

5. The principal and not the supervisory staff of the central office is administratively responsible for the educational program of the school he administers. The supervisory staff of the central office are staff officers and not line officers. Therefore, they act in an advisory rather than administrative capacity.

6. The principal is responsible for executing board policies at his school center. If he does not believe that a particular policy is sound, he has the right and the responsibility to seek a change in policy. However, until the policy is changed, he either executes it or resigns from his position.

7. The board of education does not adopt a policy or educational program until it has been carefully studied. Some studies should involve principals, teachers, lay citizens, and others when appropriate.

8. The relationship between the principal and the central staff is friendly and cooperative. The principal is not an isolate, but rather a member of a team that has the characteristics of an effective group. (15)

The personnel of the school should know the principal's official responsibility to the central office.

Certification or preparation of school personnel in guidance is extremely essential. George E. Hill (12) stated that one of the counselors' most frequent complaints is that teachers and/or principals do not

understand or do not accept the guidance program of their school. The counselor seems to be inferring that their co-worker needs some formal training in guidance. Minimal requirements are different in different states. For certification, guidance courses run from one course upward--depending on the state. Hill feels that even the superintendent of schools need the same kind of professional orientation to this important aspect of the school program.

Humanizing the Relationship between the Principal and the Guidance Counselor

The first step in the process of humanizing the relationship between the principal and the guidance counselor is to discern or crystallize their feelings. How does the superintendent define the role of the principal? How do superintendents or members or guidance personnel define the role of the guidance counselor? How do principals and counselors define their own roles? These questions are most pertinent if we intend to change or humanize the relationship of both the principal and counselor.

The primary responsibility of the principal is one of educational leadership. He must be able to implement new ideas. John I. Goodlad (28) stated that the education reform movement, for the past decade, (1960's) has not been productive of ideas, nor has it been productive in educational change.

Some educators feel that most of the principals, if not all, have rejected the concept that their primary role is one of "keeping school." However, the principal must become the educational leader of his faculty and staff, and to succeed, he must develop a good working relationship with them. Raloy E. Brown (24) felt that the new role of the principal is no longer one of "telling" the faculty and staff, but is a relationship where the principal works with his teachers and they do not work for him.

In general, counselors and other staff members possess more assets than liabilities. Thus it is desirable for the principal to encourage dialogue within his staff. Effective dialogue occurs when each and every member of the faculty can, without fear, express his convictions on debatable issues relevant to the school's responsibilities and activities. (34)

Raloy E. Brown (24) stated that a revolution has engulfed education and the principal cannot escape--he is in the middle. The community in general is more demanding. They want to be a part of the action. The alert principal, he says, can lead teacher militancy toward positive goals. By permitting his staff to be a part of the decision-making, he shares the load of responsibilities. He can then say we have made this decision rather than just I have decided to do this or that. Efforts of this type are more meaningful with parents and even with board members.

The "here and now" principal, as Daniel W. Fullmer would label him, should be aware that the lay public is more knowledgeable about public education today. Popular parent magazines continually publish

articles relating to early childhood learning theories. He says it becomes extremely urgent that the principal be well-informed for the public, including children, will be demanding a more relevant curriculum. Samuel H. Popper stated that before entering kindergarten many children would have experienced much of the following:

> Johnny has been personally present at many great historical events. He has seen the launching of astronauts, the funeral ceremonies of Kennedy and Churchill, battles in Viet Nam, peace marchers, and race riots. After all, through television and the press of a button, he can see the world from his own living room. He need not wait to learn about it from parents and teachers. In this age of most media, the mountain comes to Mohammed. (32)

Humanistic System vs Custodial System

In the Educational Digest (April, 1972), Jerome M. Budzik (25) reviewed and condensed a most unique article from the Journal of Secondary Education, XIII (Winter 1972), pp. 17-23, that is closely related to this study. Budzik entitled his article--"The Realities of Developing Humanistic Public Schools," where he described the humanistic concept as contrasted with custodial concept. He stated that the humanistic concept resolves conflict on primarily non-punitive orientation based on understanding with emphasis on self-discipline rather than imposed discipline. He related the custodial concept as resolving conflict on primarily punitive orientation, using devises such as coercion, ridicule, and the withholding of rewards. Both power and communication in the custodial approach flow downward and all subordinates--whether they are students, teachers and in many cases principals, perceive this process and the personnel who administer it as restrictive and undemocratic. Even though,

Budzik stated the same form of discipline must accompany any learning situation, the structure of an institution (school) should not produce an image of teachers and administrators as keepers of the law--as custodial rather than educators. The custodial approach gives impetus to student resistence.

Neither the humanistic ideology nor the custodial ideology can be utilized completely and consistently without on some occasions reversing from one to the other in some small degree. With the humanistic approach of the administrator, the teachers conceive of the school as an educational community in which members learn through interaction and experience. On the other hand, with the custodial approach, power and communication flow downward and the teachers are expected to accept the decisions of administrators. It should be emphasized here that these suppositions are basically dependent upon each individual's frame of references. However, it is felt that administrators and staff personnel alike should try to offset the tendency to resort to custodial methods and vigorously try to develop more humanistic sytles of dealing with conflicts. (25)

Authoritarianism and Functions of the Counselor

Any time guidance is mentioned, the personalities involved need be considered. For instance, in what kind of atmosphere are they functioning?--democratic, authoritarian, or a combination of both? Gammons' study dealt with the attitude of the counselor in the development of youth within the school. He stated that:

At the same time, I hear the charge from teachers

> and laymen that counselors are merely professional nice guys. There is a danger that, in avoiding conflict in our relations with our counselees, we overdo the process of "gaining rapport." However, although counselors should not act as judges, they can certainly be referees. We should not be permissive. Certainly, wrong is wrong, stupidity is stupidity, and there is nothing in the book that says the counselor must side with a pupil who is obviously out of line in either his attitudes or behavior. Much of the current resentment of guidance by teachers (and I'll wager it exists in every school in varying degrees--including my own) can be laid to this kind of counselor attitude. We work within an authoritarian situation. I do feel a school should be authoritarian and, while we should usually avoid being authoritarian ourselves, we are obligated to do everything in our power to reinforce authority.
>
> Nor is the guidance counselor God. We are just another cog in the machinery of the school. We are a part of the teaching mechanism--not apart from it. We should exert ourselves in aiding the teachers to do the most important job in the school--teaching.
>
> What is guidance?...a high school guidance program attempts to help the student get the most out of his high school experience...guidance should be academically oriented. Yes, it should be concerned with the total growth of the child, but only within the framework of the school and recognizing the limitations of the guidance process. (6)

Counseling services can be made more relevant if lines of communication are open. Teachers, as well as principals and counselors, should be aware of its effectiveness on the development of students within the school. William Glasser wrote that:

> Children are stimulated by material on radio and television and occasionally by newspapers and magazines. The writers of this material would fail if it were totally irrelevant. The school should use the popular media and relate them to the school curriculum. Magazines, newspapers, and television programs should be used as an aid, not condemned or disregarded because they are considered antagonistic to education.
>
> A serious failing in most school materials is that the emotion has been completely drained out of it.

> Emotion helps the child see the relevance of what he is studying. Most school materials have little or no respect for the child's culture, especially for its rich emotional content. Too much school material is unrealistic, unemotional, and dull.
>
> We communicate with people by having something in common with them. One thing we can all have in common is the mass media. Television and film help shape the dreams of todays student. (9)

The Guidance Counselor

The counselor's work is that of developing the basis for individual autonomy. Every counselor must help youngsters learn how they relate to the greater society of mankind and how their work can be a contribution or a hindrance to all society.

Counselors should consistently be striving to encourage creative behavior within youngsters. That is why Daniel W. Fullmer (5) emphasized the following responsibilities of the counselor. He stated that counselors should assist youngsters to differentiate between appearance and reality and also be creative enough to separate the real from the pseudo. Counselors should do more than just create or offer opportunities for able or gifted youngsters, but should see that youngsters are placed into situations that can positively influence their growth and development.

Leo Goldman (27) stated that there is an old saying among counselors: "Our job is not to help people find the right answers, as much as to help them come up with the right questions." If this is true then the duties and functions of the counselor must be clearly expressed and re-emphasized in numerous ways. Glen F. Ovard's (16) concept of the

counselor in relation to the total school program and community clearly emphasized the help that the counselor should give the student in solving his educational and adjustment problems. Ovard then lists the counselor's responsibilities to the student where educational and vocational counseling is concerned. He even itemizes vocational, personal and social counseling **responsibilities** to the student. Ovard also emphasized the vital need in providing information and assisting both the teacher and the principal in the understanding of children.

Guidance personnel or especially the position of counseling falls into the category of the technical arm of administration for a reason directly related to the political and power structure of the school. The guidance counselor is by no means free to define his own role or job. Stubbins (35) indicated that the principal is the counselor's professional as well as administrative supervisor, no matter how meager the principal's background in counseling may be. The counselor is essentially an agent of the principal, and hence, his activities are administrative actions. Usually the counselor's competency is judged by his principal on the basis of his ability to carry out the functions which the principal has laid out for him.

Who Defines the Problems?

Most of the related materials place the responsibilities of defining the role of the counselor with the principal. It is important to recognize that the priority which the counselor may assign to student problems in his work is determined to a large extent by the school principal. Warnath (36) pointed out that the school counselor is expected

to serve as an arm of the school administration. Warnath further stated that the priority which the counselor may assign to a student's problem in his work is determined to a large extent by the principal, and that no problem seems to exist as official school concerns unless the administration agrees to their political legitimacy.

Where Daniel W. Fullmer placed special emphasis on helping the able or gifted youngster, Amos and Grambs (1) insisted that the counselor's responsibility is to help all youth of all strata to develop their potentials for leadership and creative efforts. He stated that no society can afford to neglect such resources even though in the past the more fortunate youths have been getting the lion's share of our training opportunities, guidance services, and our most rewarding jobs. Amos and Grambs further stated that communities will dwindle in youth population if suitable employment is not made available. No youth today, whose circumstances are at all normal, should really need to either stay home and be resigned to poor, unsuitable employment when he can wander in distant places and obtain better job opportunities. Communities should realize that obtaining employment for youth is not just the responsibility of the Employment Service or any other single agency but should be a community-wide effort.

This study is an investigation of the counselor's role as it is perceived by the principal and vice versa. It represents one approach to seeking agreement on counselor functions and points up a few counselor services of central concern to high school principals.

Some of the basic courses of role-conflict between the counselor and

the principal are:

(1) Principal's lack of guidance orientation.

(2) Counselor's lack of administrative procedures.

However, in some cases, principals tend to be jealous of the attention that is given to the counselor by parents, teachers, students and other personnel that work with the school.

Studies have revealed differences in the need systems and value orientations of counselors and principals, and suggest that these differences contribute to the tendency of principals to strive for earlier decisions than counselors on matters involving deviant pupil behavior. Some principals lean more toward behavior supportive of school practice (conformity), while counselors tend to emphasize student decision-making based on the individual.

The counselor role perception is further discussed in two areas with very strong emphasis on self-analysis of the individual to develop positive adjustments to the environment. Stefflre and Hatch (21) related the following two major facts to assist an individual to improve his self-analysis: (1) insight and (2) the manipulation of the environment. They claim self-understanding alone does not insure maximum adjustment if the environment climate is unhealthy and unyielding; and for maximum growth the individual must understand and accept self and can alter the environment to meet his needs. They feel counseling is the heart of the guidance program, and that self-analysis is quite neces-

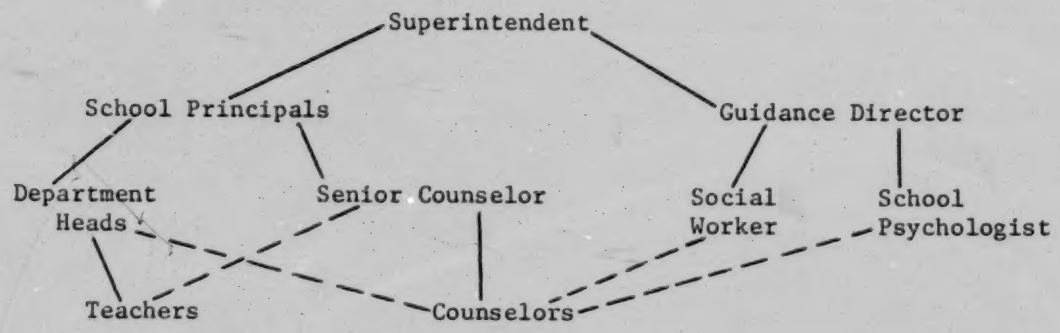
sary for both the counselor and the principal, but should not be confused with self-satisfaction or self-acceptance. Amos and Grambs related the following:

> The counselor's acceptance of himself is not to be confused with self-satisfaction, complacency, or resignation. Self-acceptance is rather a forthright acknowledgement of one's strengths and weaknesses, one's success and failures, and an open awareness of one's limitation and potentials. True self-acceptance must include a realization of the dynamic aspects of human nature and the capacity for change. (1)

In order to determine some criteria for defining the role-definition of the counselor as perceived by the administrator and the role of the administrator as perceived by the counselor, the related material should consider the lines of command within the educational structure.

The following is a diagram showing the lines of command and staff in a typical guidance organization. Lines of command denote responsibility for and authority over the subordinate personnel. Lines of staff indicate an advisory or supervisory function and a cooperative rather than an authoritative relationship. (6)

Diagram 1



_____ Lines of Command

---------- Lines of Staff Function

Harold Spears' interpretation of the line-and-staff organization within the school is extremely essential for the entire school personnel to know. The establishment of authority is clearly explained in the following:

The Line-and-Staff Organization

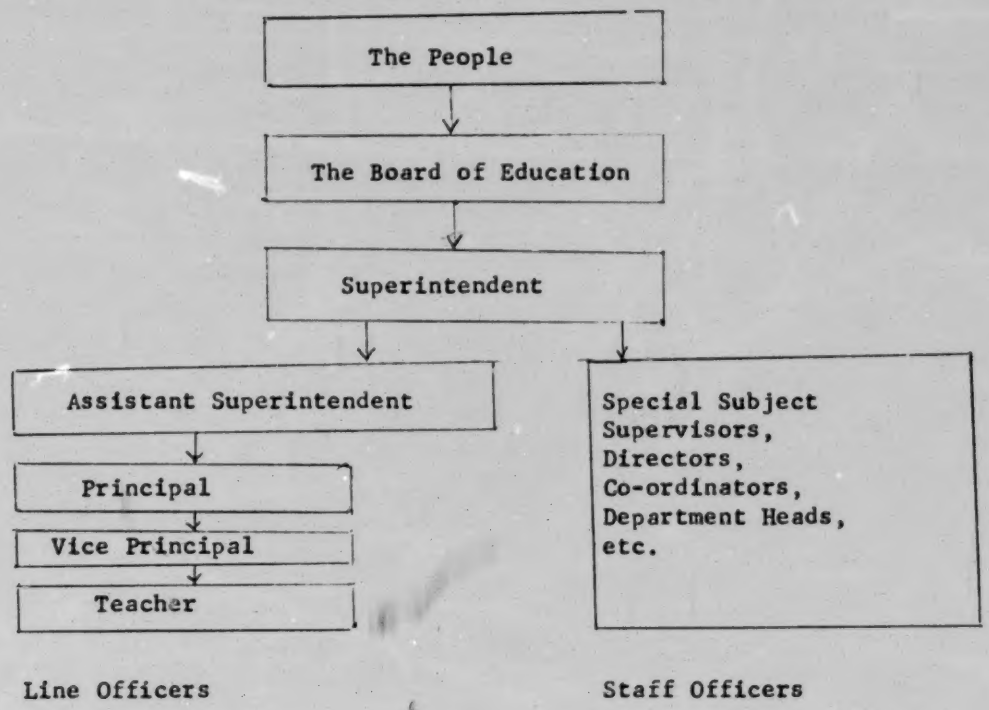
> As schools grew in size, principals consequently became busier. As the curriculum was broadened, principals consequently became less familiar with more and more of the classroom programs. It was not surprising that special supervisors were added to give help to teachers. First established in areas as music, art, home economics and industrial arts, were not unusual by 1920.
>
> The first demand the idea of supervision made upon educational leadership had been the demand for organization, for the exact establishment of authority and responsibility.
>
> It was, then, from the very start, tied directly into school administration and management. Then came the question of overlapping authority between principal and special subject supervisor, just as soon as the latter set foot in the school.
>
> After three different systems of organization for school officials had been considered and tried--the dualistic, the co-ordinate, and the line-and-staff--the last was generally

accepted as preferred for school operation. Line officers carried authority over those below them in line. Staff officers were to give help but were given no authority over teachers.

This system designated the principal as a line officer and the special subject supervisor as staff officer. Down the line trickled the authority from superintendent to assistant superintendent and so on to he principal, who was designated as responsible for the management of the school, including instruction. The special supervisor, on the other hand, came to the school as an expert in his field, with no authority over either teacher or principal. His effectiveness still depends to no small degree upon the professional foresight of theprincipal. (20)

Diagram 2

The Line-and-Staff Organization (22)



Homer P. Gammons, in his book on Common Sense in Guidance, pointed out the role perception of high ranking school personnel as related to guidance:

Line of Command and Staff Function

> In school systems, the Top Brass is the superintendent. He has the authority over and responsibility for the entire system. He delegates authority to the school principals who, in turn, have a similar responsibility and authority within their own buildings. In a large system, there is also a guidance director, sometimes called a director of pupil personnel services, who works directly under the superintendent in a staff capacity. His job is to supervise and coordinate the professional services provided by counselors and other members of the pupil personnel services team. He acts as advisor to the principal. The counselors themselves are under direct authority of the principal. He, in turn, cooperates with the guidance director in the operation of guidance services while retaining the ultimate authority over the guidance staff within his building. Finally, there may be other specialists in guidance-related services, such as school psychologists, social workers, etc., who work under the director of guidance. (6)

Today in this country we are more concerned with the health, welfare, education, and employment of all our young people than ever before in history. Particular emphasis has been placed on services to those youngsters who are classified as disadvantaged. This classification is usually determined by family income and social class. The federal anti-poverty programs have fostered the development of Job Corps, Neighborhood Youth Corps, Head Start, Youth Opportunity Centers, and various other programs and agencies. Public schools and private agencies have utilized this climate of concern to shape programs aimed at the disadvantaged child. The services and resources that have poured from these programs have in most instances been based on a foundation of counseling. (1)

Even though most administrators are forceful in their defense of the counseling role, very few can agree on what is actually counseling. Amos and Grambs are very thorough in defining the counseling role:

> Counseling is one of those words that everybody understands but no two people seem to understand in precisely the same way. To some, counseling is a tool to be used in the process of personality change. To others, it is the giving of information and given guidance. However, basic to any understanding of the term is its relationship to verbal interaction between counselor and client. (1)

In order to reap more benefits, the guidance concept must be clearly defined, especially in the eyes of the principal. Wayne L. Herman (11) stated that a good guidance program should be designed to serve all the students. In order to really understand the child, information on him should be made available to teachers and others that are trying to help him function properly. Good teachers always give a lot of personal guidance as a matter of having sincere interest in students

A Counselor's Philosophy of Guidance

The following is intended to describe the concepts of guidance and the role of the counselor, as related to the pupil, faculty, administrator, and parent. Gammons' study was more complete with specifics as to how the counselor can assist all school personnel and parents in the total development of the youths within the school:

> We believe the function of guidance is to assist the student in obtaining the maximum benefit from the high school experience. This very broad statement implies guidance activities that touch every phase of a pupil's development. We feel, however, that our chief concern should be with scholastic problems. Social and psychological problems obviously cannot be ignored, but time and training preclude extensive activity along these lines. Accordingly, our program is intended to be scholastically oriented. (6) (Note: See Appendix D, Part II for continuation of Gammons' study.)

The whole notion of counseling and guidance presumes that there is a common understanding between the professional and the client. Even

with this common understanding existing, counseling and guidance present a difficult task. It is often difficult when the professional and the client are from common backgrounds. The problem can become doubly difficult when the professional and the client are culturally different.

How does one counsel and guide the student whose values are different from those of the professional?

The above question is difficult to answer but if communication is to be effective, an answer must be found.

The study made by Albert Ellis will help sensitize one's thinking when one feels that "someone else is crazy," or when there is disagreement in thought. This study, How To Live With a Neurotic, should shed some light on this problem.

> Basically, an individual who consistently acts illogically, irrationally, inappropriately, and childishly, although theoretically he is able to think for himself and plan his days for effective, happy living, he actually falls back on unintelligent behavior, failing to attain some of his own dearest goals and sabotaging his own best potentialities.
>
> Is it, then easy to recognize a neurotic when you meet one?
>
> Not necessarily. For there are many truly stupid people around. These individuals, because of inherited or early-acquired mental defects, simply cannot think clearly, act grown-up, do things effectively. They just are not bright enough to plan and execute rational modes of living. Not knowing enough to come in our of the rain, they frequently get soaking wet. But because there is a definite physical (neurological) reason for their nonrational, childish behavior, it is inaccurate to label them "neurotic."
>
> Neurosis, moreover, should not be confused with mere unhappiness. Some people--millions, in fact are appropriately unhappy. Take for instance, those who do not have enough to eat, or who are not bright enough to get good jobs, or who are chronically ill. How could they be happy?

> Neurotics, then, are individuals who are unreasonably and unnecessarily bothered or bewildered. They are more unhappy, or inefficient, or fearful than they, theoretically, need to be. A great many of them have more than enough where withal--good looks, high intelligence, fine talents--to get along successfully in this world. But somehow they don't. That "somehow," that "something," which comes between their potential abilities and their actual achievements--that is their neurosis.
>
> One of the fundamental reasons it is not always easy to say who is and who is not emotionally disturbed is that neurotics are great cover-uppers. The last thing they want known is how illogical, how neurotic they are. They often resort to all kinds of subterfuges and defenses to prevent recognition of their true emotional colors....(4)

School Community Relations

Schools cannot really operate successfully without involving the community. The principal has first responsibility in establishing this relationship as described by John E. Corbally, Jr.:

> The chief responsibility for a program of school-community relations rests with the principal. This is one of his most important task areas. The attitude of the principal toward his responsibilities for school relations is a matter of primary significance. . . This skill of "knowing the community" does not come about by chance. Men who are successful in this regard work at it constantly. (2)

Diplomacy is always important in dealing with people. It is especially helpful if one expects to influence people and establish good rapport. Therefore, in order to facilitate good school-community relations, the following attributes should be strongly demonstrated:

> Always remember that it is easier to persuade a man to make up his own mind than it is to change it for him. Approach negotiations in the spirit of seeking agreement through persuasion rather than in a hostile spirit.
>
> Demonstrate sincerity of purpose. This is as important as skill and knowledge. Attitudes speak louder than action. (7)

The following quote is a summation of the role of the principal:

> We emphasize the central role of the principal in the change process because he is in the best position to see the total picture of the school--and he is there in charge. The superintendent and his colleagues in the central office, or university consultants and state education department supervisors, may help mightily but they are not there in the school all the time. They do not know the pupils, the teachers, and the community as well as the principal, if he does his job well. A teacher in his classroom may innovate, but the principal's administrative restrictions will limit his effectiveness if he opposes the change. Conversely, the principal may stimulate curriculum improvement by changes he makes in scheduling, facilities, evaluation, and other instructional matters. Organizing for change requires action by the school principal. (22)

There have been numerous research studies published with focus on the counselor and principal roles as related to other staff members, and with each other's responsibilities to students in the school setting. However, after reviewing numerous studies in ERIC (Educational Resources Information Center) Reader's Guide, the Encyclopedia of Educational Research, Clearinghouse, Elementary School Guidance and Counseling Journal, National Association of Secondary School Principals Bulletin, Journal of Educational Research, National Education Association Journal, NSSF Yearbook on Guidance and Counseling and many others, very few studies, if any, have attempted to compare the high school counselor's role with the role of the high school principal.

Because of the accessibility of numerous studies made in the area of administration, guidance, and counseling, an intensive study was made in ERIC (Educational Resources Information Center), NASSP, (National Association of Secondary School Principals) and NEA Journal (National Education Association Journal).

The following are a list of some of the examples of research examined in Educational Resources Information Center (ERIC):

"A Study of the Relationship of Job Status of Secondary School Counselor Role, Job Satisfaction, and Professional Preparation." (Dec., 1971, Vol. 32, No. 6)

"An Evaluation of the Opinions of Professional Educators and Industrialists Concerning the Involvement of Industry in Public Education." (Dec., June, 1970, Vol. 30. No. 12, Part I)

"Outcome Effects of Short-Term Group Counseling on the Stated Concerns and Anxiety of Students." (Dec., 1971, Vol. 32, No. 6)

"Attitude Changes in Vocational Rehabilitation Counselors Related to the Physically Disabled During Induction Preparation." (Feb., 1974, Vol. 33, No. 8)

"The Duties and Responsibilities of the Senior High School Assistant Principal in Pennsylvania-1972." (June, 1973, Vol. 33, No. 12)

"The Role and Function of Faculty Committees in Higher Education: An Examination of the Decision Making Process and Policy Formulation in Four Institutes." (June, 1970. Vol. 30, No. 12, Part I)

None of the studies listed above or many others examined defined the roles of counselors and principals as perceived by each other.

An intensive search was also made in the Bulletins of the National Association of Secondary Principals (NASSP). Listed below are two of the many articles examined in the NASSP that are partially related to this thesis:

"The Role of the Principal and the School." (Jan., 1969, Vol. 53, No. 333)

"A Principal's Influence." (Nov., 1967, Vol. 5, No. 322)

The only article similarly related to this study of role definition of the counselor and principal as perceived by each other was one written by Fortune V. Mannino, entitled "Role Conflicts of the Administrator-

Counselor." (The Bull NASSP, Vol. 53, No. 335, Mar., 1969) This article was concerned with an administrator serving the dual role of principal and counselor. The administrator's first responsibility is to the educational organization that employs him. The counselor's first responsibility is to his client. The question, then, which this article discusses is, "How can the man who tries to fill both positions of administrator and counselor resolve the conflicts of loyalty which the two responsibilities necessarily impose"? This article states: "that the answer may be that he can't."

Chapter III

Methodology and Research

In designing this study, emphasis was placed particularly on the population as suggested by Parten, (17) as to the place, time and relevant characteristics of the group to be sampled. The procedures for gathering the data and the descriptive inquiry used in the interpretation of the data are described in the following sections of this paper.

Population

The place of this population concerns itself with two different educational systems in Jefferson County, one of Alabama's sixty-seven counties. The two educational systems are the Birmingham Public School System and the Jefferson County Public School System.

The Birmingham Public School System is located within the city of Birmingham, with a school enrollment of 64,549. However, this study is concerned primarily with its 19,545 high school students, thirteen high school principals and thirty-five high school guidance counselors. (See Table No. 1.) The Birmingham System is set up on the 8-4 plan--eight years elementary (grades 1-8) and four years high school (grades 9-12).

The Jefferson County System's overall school enrollment is 59,499 students. Its high school enrollment is 29,236 students, with twenty-two high school principals and forty counselors. The Jefferson County System is structured on the 6-3-3 plan and is located just outside the boundary lines of the city of Birmingham. The 6-3-3 plan comprises

six years elementary school (grades 1-6), three years junior high school (grades 7-9), and three years senior high school (grades 10-12). (See Table No. 1.)

Research Method

The research method used in this study was descriptive inquiry, the data being obtained through the use of two questionnaires. Tables were developed for all items included on the questionnaires. The numbers and per cent of responses in each classification of the two school systems were presented in the appropriate tables.

Instrumentation

The basic instruments used in this study were questionnaires: one for the high school principal which included thirty-three questions, and one for the guidance counselor which included forty-one questions.

The questionnaire method was used because the respondents resided in a large area. Also it allowed the writer to collect reactions from a large number of persons in a relatively short period of time. These instruments are included in Appendices A and B.

Procedures for Gathering Data

In August, 1971, a letter and the questionnaire were sent to 110 high school principals and guidance counselors within the two systems Birmingham Public School System and Jefferson County Public School System.

The letter briefly described the essence of the study and solicited the respondent's cooperation for the completion and return of the question

naire. A self-addressed stamped envelope was provided for them to return the questionnaire via mail.

As the questionnaires were returned from the respondents, daily records were maintained. In late November, 1971, telephone calls were made to all respondents who had not returned their questionnaire. Where no telephones were available, letters were sent including another questionnaire and at least fifteen homes were visited by the researcher.

When all 110 questionnaires had been returned the work of analysis was begun.

Pre-testing the Questionnaire

Several drafts of the questionnaires were developed and pre-tested prior to mailing them to respondents. Various items of the questionnaires were reviewed by the advisor to identify critical variables to be studied.

After revising the questionnaires several times, the writer administered the questionnaires to four principals and four guidance counselors at Walden University in July, 1972. These respondents were asked to complete and then comment on any vague questions as well as indicate where more information might be given. This pilot administration revealed no significant imperfection.

Chapter IV

Findings, Interpretations and Analyses of Data

The population of this study consisted of 110 respondents within two separate school systems, Birmingham Public Schools and Jefferson County Schools. These respondents were high school principals and counselors.

Table 1 shows the two school systems in Alabama that participated and the total number of principals and counselors that the study involved.

The percentage of returns for both the principals and counselors was 100 percent.

Table 1

Compilation of the two School Systems Participating in the Study

	Birmingham Public School System (*)	Jefferson County Public School System (**)	Totals for both school Systems
High School Enrollment	19,545	29,263	48,808
No. of High School Principals	13	22	35
No of High School Counselors	35	40	75

(*) Birmingham Public Schools Directory 1971-72

(**) Jefferson County Public Schools Directory 1971-72

Men made up 54.5% of the sample, while women were 45.5%. Viewing

each group separately, 65.8 percent of the counselors were women while 34.2 percent were men. All of the thirty-five high school principals were men.

As shown in Table 2, responses from the questionnaire indicated that all principals and counselors in the study were well qualified and met state requirements for their respective jobs. Three counselors did not respond to item number 2 as indicated in Table 2. Principals had twenty-seven M.A.s, four Ed.S.s. (Educational Specialists), and three Ph.D.s. Counselors listed one B.S., sixty-seven M.A.s and five Ed.S.s.

The data in this study showed that on the whole the principals tend to be somewhat older than the counselors. It is surmised that the reasons for this variation are: the turnover of the principalship in far less frequent than that of the counselor, and also there are fewer principal positions available than those of the counselor.

This study reveals that the total school enrollment for both school systems is 48,808 students with seventy-five counselors. These figures indicated that these two systems taken together meet the national standards of having one full-time counselor for every 275 to 300 students.

Data showed that the Birmingham Public Schools and the Jefferson County Schools are structured on two entirely different plans. Birmingham schools are structured on the 8-4 plan: eight years elementary and four years high school, whereas all the Jefferson County Schools are basically structured on the 6-3-3 plan, with some minor variations, as indicated in Table 2, six years elementary, three years junior high school and three years senior high school. It is not necessary to speculate here as to the validity of these two school plans, or the

uniqueness of these differences.

Table 2

Note: This table is a compilation of responses made by both Principals and Counselors on their respective questionnaires, items one through ten.

	Principal's Questionnaire	Counselor's Questionnaire
1. Sex	Male (34) Female (0)	Male (26) Female (50)
2. Degree (Highest)	M.A. (27), Ed.S. (4) Ph.D. (3)	B.S. (1), M.A. (67) Ed.S. (5)
3. Age	20-30 (0), 31-40 (6) 41-50 (11), 51-60 (12) 61-Over (2)	20-30 (9), 31-40 (24) 41-50 (11), 51-60 (11) 61-Over (3)
4. School Enrollment	100-200 (1), 201-300 (0) 301-400 (0), 401-500 (0) 501-Over (31)	100-200 (1), 201-300 (0) 301-400 (1), 401-500 (3) 501-Over (67)
5. Type of School	6-3-3 (13), 8-4 (11) Voc. H.S. (5), 7-12 (1) 1-12 (1)	6-3-3 (23), 8-4 (35) Voc. H.S. (11), 7-12 (1) 10-12 (1), 6-6 (1)
6. Number of Teachers	1,756 (App. 51 Teachers per school)	4,172 (App. 60 Teachers per School)

Table 2 (con't)

	Principal's Questionnaire	Counselor's Questionnaire
7. Number of Counselors	Part-time (0) Full-time (79)	Part-time (3) Full-time (154) App. 2½ Counselors per School
8. Vice-Principal	Full-time (47) Part-time (1)	Full-time (78) Part-time (8)
9. Educational Secretaries	(66)	(164)
10. Principal's Style of Leadership	Democratic (11) Authoritarian (0) Combination of both (24)	Democratic (37) Authoritarian (6) Combination of both (36)

In cases where the numbers do not balance out, the reason is that respondents omitted some responses. Numbers of responses are enclosed in parenthesis.

Included in the questionnaires for both principals and counselors were seventeen questions which were considered parallel questions in that they are representative of responses to the same subject inquiry by both principals and counselors. Efforts will be made in the following pages to set forth findings based on these responses as well as an interpretation and analysis of same. Tables 3 and 4, respectively,

set forth the responses of both principals and counselors.

Responses in parallel questions numbered one in Tables 3 and 4, regarding the responsibility of schedule-making, indicated that more than three-fourths of the number of principals assigned to counselors the job of making the school schedule. This may however appear to place the counselor in a dual role. It would seem that counselors should not be placed in the administrative role of schedule-making. However, it would appear that counselors could make recommendations to the administrator and assist him in this chore without being given the sole responsibility.

The principals' responses, in Tables 3 and 4--questions numbered two, indicated that over half the number of them gave the counselor administrative authority. This places the counselor in a very awkward position, which in many cases causes the faculty and students not to confide in the counselor. Counselors should not be placed in roles where administrative authority is needed to operate.

Both the principal and the counselor, in parallel questions numbered three--Table 3 and 4, felt that counselors are adequately prepared to perform their jobs. This appears to make counselors even more secure in performing their jobs well for the further development of the students.

The responses to parallel questions numbered eight--Table 3 and 4, seem to indicate that the relationship between the counselor and the principal are good.

This phase of the study showed that only a very small percentage of the counselors are compelled to reveal confidential information to the principal. Even though this percentage is small, as revealed in

questions numbered five--Tables 3 and 4, it does show that this practice still exists to some extent.

Questions numbered six--Tables 3 and 4, showed that the principals as a rule ask the counselors for recommendations about students. This would seem to give counselors a feeling of "being included" in the total school program, and make for better communication.

Responses in questions numbered seven--Tables 3 and 4, showed that counselors can easily obtain conferences with their principals. This would appear to give counselors a feeling of importance, which means that they are in direct harmony with the principal for more effective relationship.

The data collected in question numbered eight--Tables 3 and 4, indicated that less than half the number of principals set specific times for counselors to have conferences and interviews with students. An interpretation of this can be developed in two or three directions. For instance, the principal may feel that the counselor is incapable of effective planning based on his or her observation of past performance or possibly the school schedule may dictate the principal's decision to some extent. Further, if the principal is not made sensitive to what the counselor is doing in the school, it is possible for him to develop a negative attitude of the counselor's performance. That seems to point up the necessity for the counselor to keep the principal briefed on his program within the school.

Questions numbered nine--Tables 3 and 4, showed that over half the counselors participating in the study are given the job, or are permitted, to send out transcripts to colleges, etc. Administratively,

it would seem that to ask counselors to perform these kinds of secretarial tasks would cause them to neglect many needed counseling services.

Parallel questions numbered ten--Tables 3 and 4, are quite interesting because the majority of the principals' responses indicated that they would rehire the counselor, or transfer the counselor with them if they moved. However, at the same time counselor responses indicated that over half of them would rather not be assigned to their present principal in another school if a change were inevitable. This could be interpreted as dissatisfaction or that many of the counselors welcomed a change for a different type of experience.

Responses to parallel questions numbered eleven--Tables 3 and 4, showed that principals and counselors are in harmony on having the counselors do research on students in the school, administer tests, and so on. This is a very strong indication that principals welcomed this type of service by the counselor. This is a possible indication of a good entry for the counselor to begin proving his worth as an effective guidance worker.

Parallel questions numbered twelve--Table 3 and 4, indicated that approximately 18 percent of sixty-seven counselors felt principals preceived their role as a threat. Eighteen percent of thirty-three principals felt that counselors sometimes attempt to assume administrative authority without their permission. These responses indicated that there is a measurable lack of communication and/or distrust. This is a possible indication that both counselor and principal should make very serious efforts to alleviate this problem. This could indicate a possible sign of job insecurity and a lack of professionalism in either party.

Both counselor and principal indicated in parallel questions numbered thirteen--Tables 3 and 4, practically complete agreement in carrying out the total school program. These two responses showed little or no conflict between the two. This is a fairly good sign that the overall program within the school is being carried out in spite of many other difficulties.

The data collected in this study relative to whether or not part-time counselors should be replaced by full-time counselors in the schools are related in parallel questions numbered fourteen--Tables 3 and 4. These responses showed that principals want full-time counselors. Both counselors and principals felt that the schools' needs can be better satisfied with full-time counselors. It would seem that the counselor-pupil ratio should be reduced for more effective services.

Parallel questions numbered fifteen--Tables 3 and 4, indicated clearly that counselors do have complete access to the students' school records. Access to the students' records would appear to increase the counselor's effectiveness in counseling. Principals who deny their counselors this privilege should reconsider and try to help make the necessary adjustments.

The data in parallel questions numbered sixteen--Tables 3 and 4, showed that an overwhelming majority of the schools type or photograph students' cumulative records before sending them out instead of writing them in long hand. This is an indication that most of the schools included in this study are following normal updated practices in this regard.

The parallel questions numbered seventeen--Tables 3 and 4, relative

to counselors being assigned disciplinary problems are pertinent in the guidance-counseling relationship. The responses on this item are about balanced between the counselors and principals. Even though the "yes" responses are low, it is believed that this factor can greatly reduce a counselor's effectiveness. Recent literature and research indicated that counselors should not take on the role of the administrator in handling disciplinary problems. The handling of disciplinary problems would appear to place the counselor in a dual-role position. (34)

Table 3

Counselor's' Responses to Parallel Questions

Question Numbers	Item No.	Questions	Responses	
			Yes	No
1	21	Is the responsibility of making the school schedule placed in your hand?	37	41
2	17	Are you frequently placed in charge of the school during the absence of the principal?	7	70
3	22	Are you adequately prepared to serve as counselor according to state requirements?	72	4
4	23	Do you keep your principal informed as to the type of counseling cases with which you are working?	55	21
5	24	Does your principal insist that you reveal confidential information about your clients?	9	65

Table 3 (con't)

Question Numbers	Item No.	Questions	Responses Yes	Responses No
6	25	Are you compelled to accept recommendations from your principal regarding your responsibility as a counselor?	27	43
7	26	Can you easily obtain a conference with your principal when you desire?	66	9
8	27	Does the principal set specific times during which you are able to have conferences or interviews with students?	24	54
9	31	Do you prepare and send out transcripts to colleges?	34	42
10	34	If your principal were placed in another school, would you prefer to be assigned to the same school with him?	32	37
11	28	Are you free to do research on students in your school (tests performance, follow-up, etc.?)	69	4
12	16	Is your role as counselor perceived as a threat to the responsibility of the principal?	12	55
13	36	Is your relationship with the principal of such that you feel that you cooperate in the performance of your roles?	66	6

Table 3 (con't)

Question Numbers	Item No.	Questions	Responses	
			Yes	No
14	19	If you are a part-time counselor, do you think the school's needs could be met with your serving as a full-time counselor?	13	5
15	29	Do you have access to student records?	73	1
16	32	Are students' records typed or photographed when mailed out as transcripts?	72	1
17	20	Are you frequently assigned disciplinary problems?	6	70

Table 4

Principals' Responses to Parallel Questions

Question Numbers	Item No.	Questions	Responses	
			Yes	No
1	13	Do any of your counselors assume the responsibility of making the school schedule?	16	19
2	15	Do you give your counselor administrative authority?	14	19
3	16	Do you feel that your counselors are adequate to work as counselor in your school?	30	2
4	22	Does your counselor keep you informed as to his or her activities within the school?	32	1
5	23	Do you insist that counselors reveal confidential information about clients to you?	2	31

Table 4 (con't)

Question Numbers	Item No.	Questions	Responses	
			Yes	No
6	24	Do you solicit recommendations from your counselor?	32	1
7	25	Do you engage in regular communication with your counselor?	33	0
8	27	Are your counselors permitted to arrange interviews with parents and community leaders without prior conference with you?	26	6
9	29	Does the counselor prepare and send out transcripts to colleges, etc.?	13	20
10	31	If you had the opportunity of rehiring or transferring your counselor to another school with you, would you?	25	8
11	26	Do you allow your counselor to do research in your school? (Ex: Follow-up studies, testing, etc.?)	33	0
12	17	Does the counselor sometimes attempt to assume administrative authority without your permission?	6	27
13	18	Is your counselor assisting in carrying out the total school program?	32	0
14	20	If you have a part-time counselor could the school's needs be better satisfied if you had a full-time counselor?	10	1

Table 4 (con't)

Question Numbers	Item No.	Questions	Responses	
			Yes	No
15	28	Do your counselors have free access to student records?	34	0
16	30	Are these student's cumulative records typed or photographed?	31	2
17	11	Do you assign disciplinary problems to counselors?	2	32

Other responses made by principals and counselors were to questions which were not considered parallel. They were as follows:

Counselors

37. Do you feel that principals will give you a low rating at the end of the year? Yes 2 No 66

The responses given here by the counselors indicate that only two out of sixty-eight felt that principals would give them a low rating. This can be interpreted to mean that the majority of counselors can feel at ease while they work in their schools.

Counselors

14. How would you rate the principal's ability to perform his job?

Good (49), Adequate (21), Inadequate (4)

Only four counselors feel that principals are inadequately prepared to perform their job, while forty-nine counselors rate them "good" and

twenty-one rated them "adequate." The four counselors who rated the principal's ability to perform his job as inadequate possibly meant that there is dissatisfaction between the two. In order for the counselor to work satisfactorily, ways should be found to deal with this problem so that the least amount of administrative pressure will be exerted on him. In most cases, the principal will continue to work in that school, therefore, the counselor should try to adjust.

Counselors

12. How would you rate your principal's style of leadership?

Democratic (37), Authoritarian (6), Combination of Both (36)

Principals

10. How would you rate your style of leadership? Democratic (11), Authoritarian (0), Combination of Both (24)

It is interesting to note how the counselors rated the principals on the above question and how the principals rated themselves. None of the principals felt that their style of leadership was authoritarian while six counselors felt that their principal was authoritarian. The responses made by the counselors, indicating that six principals' style of leadership was authoritarian, suggested that the principals should have more dialogue with their counselors in order that each might gain more insight into curriculum development and overall aims and objectives of the school program.

Counselors

13. With which group do you feel that you are most effective?

Parents (18), Students (66), Teachers (3)

Principals

32. Which group seems to like and appreciate your counselors most?

Parents (31), Students (2), Teachers (3)

Opinions are again varied between the principals and the counselors as to how the counselors related to the parents, students, and teachers. The principal felt that counselors related better or more effectively with the parents, while the counselors felt that they related better or more effectively with students. However, it would seem more important for the counselors to be more effective with the students than with the parents or teachers, because students will more easily seek their help and guidance.

Counselors

18. Are additional counselors needed in your school according to the state recommended counselor-pupil ratio, 1/500? Yes 35 No 40

The ratings above that were made by counselors are incomprehensible for the state recommended pupil-counselor ratio is 1/500. These responses could possibly indicate that some of the counselor respondents were confused with the national counselor-pupil ratio of one counselor for every 250 to 300 students. Presently, the state of Alabama permits a 1/500 ratio. This could account for thirty-five counselors scoring "yes" and forty scoring "no." However it seems more beneficial for students if counselors work with a small number instead of a large number of students.

Counselors

41. Is your office conveniently located near the principal's office?

Yes 63 No 13

Only a small minority of counselors indicated that their office is inconveniently located near the principal's office. It should be mentioned here that guidance and styles are similar in that they change from time to time. Ten years ago the counselor's office was properly located if it adjoined the principal's office. Today, there is another trend of thought. Many authorities and guidance workers feel that the counselor's office should be physically located away from the principal's office so that students will feel freer to visit the counselor if he is not located in the same vicinity of the building as the principal.

Counselors

35. Does your principal see that you have the necessary equipment and supplies with which to work? Yes 51 No 21

About one third of the counselors felt that the principals were not cooperative enough in providing them with necessary equipment and supplies with which to work. In dealing with principals, counselors help to shape their ideas and opinions. To a great extent one's behavior will help determine his attitude. On the other hand, if a principal is sold on an idea, it seems that he will more than likely cooperate or say why he can't.

Counselors

33. Do you have a telephone? Yes 66 No 8

The responses above indicate that tremendous improvement are being made for a telephone is essential to a counselor. A tremendous amount of time is lost if a counselor has to leave his office to use the telephone, and a telephone in the counselor's office will reduce calls in the principal's office.

Counselors

38. Do you think that the principal supports you in your role as counselor? Yes 69 No 4

There were four counselors that scored "no" for this question. A serious attempt should be made to rectify this relationship with these principals. First, each counselor could start with himself by asking "What have I done?" or "What can I do to improve this relationship?" Secondly, each counselor could talk with the principal from time to time. This could open the lines of communication.

Counselors

39. Do you enjoy your work as a counselor? Yes 78 No 0

All counselors indicated that they are satisfied to work as a counselor. However, this satisfaction on the part of counselors might stem from the fact that they earn more money than the average classroom teacher, and that this position carries more prestige.

Principal

14. Do you feel that the services of a counselor is really needed in your school? Yes 32 No 0

Most principals are aware of the importance of the guidance counselor, especially when they are in tune with the overall school program. Counselors can serve as mediators to blend and interpret relationships between students and parents; students and teachers; and students and the administration.

Counselors

40. Do you desire to remain in the counseling field? Yes 76 No 0

Ratings on this question indicate that all desire to remain in the field. The responses on this item lead one to believe that counselors are in the field of their choice. It should be mentioned that in the field of guidance, counselors can volunteer to return to other fields for which they are qualified because there are so many unemployed counselors.

Principals

19. Could you use additional counselors of the caliber of your

counselor? Yes 27 No 5

Principals' ratings not only show that they are satisfied with most of the functions of the counselors but that they would use additional counselors. The five "no" responses were an indication that a few principals were dissatisfied with their counselors' educational preparation. This should reveal to counselors the need to attain additional training.

Principals

21. Does your counselor tend to work more with one segment of the student body than with the other? Yes 11 No 22

The principals' responses to this question suggest some dissatisfaction with this particular segment of the counselor's work. The "yes" responses are an indication that counselors do not seem to perform their duties satisfactorily where students are concerned. If the principal has made such an observation, it seems that he should make some efforts to alleviate such a situation.

Summary of Data

The primary purpose of this study was to determine the comparable roles of administrators and counselors in developing more practical concepts in assisting and motivating students toward satisfying their educational and life's needs. The basic concepts of guidance and administration were taken into consideration. This study indicated that there is a serious need for the counselor and the principal to comprehend each other's role as related to the overall functioning of the curriculum in order that the students' educational needs might be satisfied.

One hundred and ten respondents participated in this survey, from two school systems. the Birmingham Public Schools and the Jefferson County Public Schools.

In both systems the principalship was held by males only. There were at least three female counselors to every one male counselor.

Education-wise, both the principals and the counselors were academically well qualified for their jobs. Among principals there were twenty-seven M.A.s, four Ed.S.s (Educational Specialist), and three Ph.D.s. Among counselors there was one B.S., sixty-seven M.A.s and five Ed.S.s.

There was a total of 48,808 students and seventy-five counselors in both systems. According to counselor-pupil ratio set by the state of Alabama of one counselor to every five hundred students, (1/500), the two systems need two additional counselors in order to meet the state quota. A minimum of seventy-seven counselors would be needed by

the two school systems in order to meet Alabama's minimum requirement.

The responses in this study of both the counselors and the principals showed that over half of the principals delegated administrative authority to their counselors including the task of schedule-making.

Only a very small percentage of the principals required counselors to reveal to them confidential information.

This study further indicated that more than three-fourths of the counselors can easily obtain a conference with their principals, and that principals solicit recommendations from their counselors.

The study showed that principals set specific times for counselors to have conferences and interviews with students.

More than half the counselors were found to have secretarial duties including that of preparing and mailing transcripts to schools and colleges.

It was also found that more than three-fourths of the principals surveyed would rehire or transfer their counselors with them if a change in their principalship took place. The same question was asked the counselors. Approximately the same number said they would rather not be transferred with their principal if transferring or rehiring took place.

Counselors are apparently given a free hand by principals to do research, test performances, follow-up studies and individual and group guidance within the schools.

Approximately 18 percent of the counselors listed in this study felt that principals looked on them as a threat, and about 18 percent of the principals on the other hand felt that counselors frequently attempted to assume

administrative authority without permission.

The study showed that there is practically complete agreement on the part of both principals and counselors in regard to carrying out the total school program.

Both counselors and principals felt that full-time rather than part-time counselors should be employed in the schools for more perpetual and effective services to the overall development of the students.

Counselors generally have complete access to students' cumulative school records according to the findings.

A very small percentage of the counselors, as indicated in this study, are assigned disciplinary problems.

The study showed that counselors feel that they are more effective with students, while principals feel that counselors are more effective with parents.

Both counselors and principals were in almost complete agreement in regards to the principal's philosophy of management. Counselors rated principals first as democratic-authoritarian, and secondly as being primarily democratic. Only six counselors felt that their principals were authoritarian. No principal, however, felt he was authoritarian.

Slightly over half of the counselors polled in this study were satisfied that principals provided them with the necessary equipment and supplies with which to work.

Only a very small percentage of the counselors polled were without telephones. Sixty-six counselors had telephones and eight did not have telephones in their offices.

This study showed that over 98 percent of counselors felt that principals support them in their role of counselor.

One hundred percent of the counselors surveyed in this study indicated that they enjoyed their work and that they wanted to remain in the counseling and guidance field.

Principals indicated, with 100 percent sanction, that the services of the counselors are really needed in the schools.

This study showed that principals felt that counselors tend to work more with one segment of the student body than another.

Many of the suggestions made by the counselors concerned the principal. These included such things as the need for more counselors, the need for more secretarial and clerical help, the need for more physical facilities, and the need to eliminate duties assigned to counselors which are unrelated to counselor functions and responsibilities.

Outstanding among suggestions made by principals were such things as the need for more personnel--teachers and counselors, and the need for more physical facilities.

Many of the suggestions made by both counselors and principals can be instituted and carried out either individually or by the concerted efforts of both officials.

Chapter V

Conclusions and Recommendations

Conclusions

The conclusions reached are based on both the findings of the research questionnaires and the secondary sources cited in the study.

The role relationship of principals and counselors in the two school systems studied indicated that both principals and counselors were educationally prepared to adequately perform their jobs. However, the study also indicated that some serious problems existed as a result of many practices performed by both the counselor and the principal within the two school systems.

On the one hand, principals were found to have assigned to counselors such responsibilities as schedule-making, the exercise of administrative authority and secretarial work. At the same time, it was found that some principals were not providing counselors with necessary equipment and supplies with which to work, and that some principals were lacking in knowledge regarding the special duties of counseling and guidance. As a consequence, counselors were found to be performing roles which in many instances caused deterrance from their main role as counselor and were being prevented from adequately and effectively fulfilling their responsibilities.

On the other hand, counselors, in several instances, were found to have attempted to assume administrative authority without permission, and subsequently, were preceived by principals as a threat. Some counselors felt that their principals were authoritarian in educational

philosophy and that they were unwilling to trust them as professional colleagues. Some counselors were found working only with one segment of the student body. It was also found that not enough full-time counselors were employed to handle the large number of students needing counseling and guidance in some schools.

Whereas responses on the part of both counselors and principals indicated that there was much dissatisfaction between the two groups, most of the problems presented can be alleviated by each individual or by the concerted efforts of the two, along with the superintendents and boards of education involved.

Based upon these findings, it is concluded that the role of counselors and principals in the two school systems studied are in most cases not clearly defined. Therefore, in an effort to alleviate the conflicts that presently exist between the two, there seems to be a need for both the counselor and the principal to reexamine their role.

Once the roles of both counselors and principals have been carefully examined by each other, then both would be in a favorable position to execute the responsibilities entailed in their respective roles without unnecessary conflict.

The findings in this study also indicated that more cooperation is needed on the part of both counselors and principals in their efforts to achieve the objectives which should be paramount to both, namely, to motivate and assist students in efforts to satisfy their educational needs.

Finally, the study indicated that counselors should pursue a more

democratic approach in working with students, i.e., they should be concerned with the welfare and interest of all students rather than a particular segment.

Counselors and principals alike should increase their awareness to the extent that vocational preparation is no longer a once for a lifetime affair, but that continuing education and retraining are perpetual throughout life.

One possible approach to the resolution of problems on the part of both principals and counselors might be found in a quotation from Wrenn C. Gilberts', The Counselor in a Changing World.

> Always remember that it is easier to persuade a man to make up his own mind than it is to change it for him.
>
> Approach negotiations in the spirit of seeking agreement through persuasion rather than in a hostile spirit.
>
> Remember that you are trying to win an agreement, not an argument.
>
> Assuming a position of hostility and argumentation wastes time and diverts positive energies.
>
> Remember that agreement pressures agreement--if you can agree on one item, it will have a salutary effect on the settlement of other issues.
>
> Do not attempt to secure agreement on all points in your presentation at one time. It is better to proceed from point to point, seeking agreement on each one, so as to accelerate agreement on ensuing request. (8)

Recommendations

On the basis of related materials documented in earlier sections of this study and the findings from the questionnaires, the following

recommendations to the principals are listed indicating possible ways of alleviating existing problems in the role relationship of principals and counselors.

The principal, remembering that the counselor is one of his most important co-worker, should therefore allow as much freedom as possible in the performance of his or her duties, with the greatest possible proficiency and effectiveness. Therefore the principal should:

1. Set up adequate schedules--The principal should confer with the counselor prior to finalizing the schedule so that he will have some ideas of the counselor's plans and objectives in assisting and developing the students. Also the principal can discuss and suggest some of the plans with which he would like the counselor's assistance. He whould make sure that the schedule includes adequate blocks of time so that the counselor can effectively serve most of the students in school within the day.

2. Provide an adequate place and facilities for counselors to work--Counselors are similar to other professionals, in that they need adequate working quarters and facilities, such as: office equipment, supplies, secretarial help, telephone and a budget from which to work. The principal should permit the counselor to assist him in anticipating his needs at the beginning of the school year. The principal should jot down notes for future plans and needs of the counselor.

3. Refrain from using the counselor as an errand boy, substitute teacher, or clerical worker--If as a principal one desires to maintain and support the effective services of a counselor to the students, the

principal should not permit or allow anyone to work him as an errand boy, substitute teacher, or clerical worker. It seems unethical, as well as wasteful, to abuse the duties of counselors by allowing them to be misassigned.

4. Keep the lines of communication open--If the counselor does not seek an audience with the principal, the principal should request one with him. The principal should let the counselor assist in developing the curriculum, but by no means turn it over to him completely. When counselors are placed in administrative roles, they lose a great deal of their effectiveness because of working in a dual role. This is definitely contrary to role-definition as discussed in the related material of this study. The counselor may brief the principal on confidential cases, but should never be forced to do so. The principal may solicit recommendations and dialogue from the counselor and encourage him to feel that he is vital to the development of the total program.

5. Learn the temperament, attitude, and capabilities of the counselor--Principals should learn the counselors' educational background, special interests, something about their family life, overall objectives of their lives, attitudes, etc. It is necessary that principals study the counselors' attributes with the same vigor and vitality that they study and analyze their own personal bank account if they plan to obtain more and better services for their students.

6. Suggest and allow counselor to attend in-service programs and do field work--The principal must provide the opportunity for the counselors to attend professional in-service programs encouraging them to

grow professionally. By participating in field work, the counselor may bring many benefits to the students and the school.

7. Provide counselors with adequate resources to do experiments or research--Wherever an experiment or research project is mentioned by the counselor, the principal should request a tentative outline of the project, facilities, and other needs. He should study these plans and make whatever facilities that he has and can obtain through other resources available. The principal should make certain that he is not hampering the project. He should help decide the feasibility of the plans as related to the overall development of the curriculum.

8. Include counselors along with staff in working cooperatively and democratically toward school goals--Counselors and staff should always be kept abreast of all activities within the school, for many times one of the first places that students and parents appear for advice and clarification is the counselor's office.

The counselor should be aware of the lines of authority within the school as emphasized in the related materials of this study, and then proceed to perform his duties, thereby insuring that the overall program within the school is adequately carried out. Therefore counselor should:

1. Develop finesse and diplomacy in dealing with all school personnel--The counselor continues to improve himself in human development by reading professional literature, participating in workshops, in-service programs, trying innovative methods, and taking formal

courses in colleges and universities. They must be able to influence people, develop the technique of listening, and refrain as much as possible from passing judgment. They learn the "effective use of gestures" and control their enthusiasm while interviewing so that they know when to be silent instead of leading the thoughts of their clients.

2. Seek roles as consultant, and research specialist within your school--Always keep at your finger tips information and materials that are beneficial to teachers, students and parents in and out of school.

3. Establish daily program so that it will not convey administrative authority--If disciplinary problems are assigned, assist the students in developing some insight into their own behavior. Remember at all times that the primary role of the counselor is not to reprimand but to assist and recommend when feasible or appropriate.

4. Dispense with the idea that appointment to the position of counselorship carries sufficient respect for the successful performance of the job--A counselor has to earn respect on his job the same as any other professional. The amount of respect given will be determined largely by how well they do their job. With objectives clearly in mind, there must always be a show of sincerity and remember that the entire student body, community and school system are involved in the evaluation process.

5. Be consistently fair, firm, unbiased at all times, and respect authority--Ground rules should be established and followed. To maintain good relations, never work with double standards and make sure that procedures are always publicized and followed.

6. Make periodic reports to the person in charge--The support of the principal will depend largely on how well he is kept informed of activities and results, as a successful program cannot be isolated.

7. Seek teachers, parents, students and community help in rendering services to students--Counselors need everybody's help in order to aid students in their development whether in or out of school. Some of the responsibilities include helping students secure jobs, helping possible dropouts and helping students to obtain free medical assistance. They should establish contact so referrals can be kept opened. Information can be disseminated for the benefit of students, teachers, parents and community. These are spring boards for getting the populace involved and acquainted with the functions of the office.

8. Make sufficient preparation prior to conference with principal--Jot down notes of things that are pertinent so that while in conference all necessary information is obtained. Plan for the conference, and remember that it may not be possible to see the principal at all times.

9. Gain principal's confidence and respect--Counselors should learn the principal's written and unwritten policies. They will then know when it is necessary to confer with him before action is taken. They should be dependable and upright by living up to their word. Counselors should follow through and report their results or findings periodically, or as often as deemed necessary for effective relationship.

10. Refrain from being judgmental when working to assist and develop students--Counselors should work seriously with and help all segments of

the student body because they have no real way of knowing who possesses latent potentials for success. They should be broadminded and made opportunities available to as many students as humanly possible.

11. Publicize the successes of students, parents, principal and staff members--Counselors should give recognition to as many deserving people as he can. Newspapers, radio and telivision coverage can be excellent means of publicizing the successes of the entire school community.

12. Study students' school cumulative records, interview them, and make recommendations to teachers and principals--One of the counselor's most effective tools is the student's cumulative records. This can be the spring board for helping and assisting students in the following ways--improvement in academic performance, capabilities, scholarships, alleviating possible dropouts, determining possible areas of future concentration, etc. Both teachers and counselors should work cooperatively with the students' cumulative records.

The following wrote from Dr. Sidney M. Jourards' The Transparent Self seems apropos to the role-definitions of both the counselor and the principal:

> It is a simple, patent fact that when a man discloses his self, his inner experiences to another, fully, spontaneously, and honestly. When a man discloses himself to me, I find all my preconceptions and beliefs about him becoming altered, one after the other, by the facts as they come forth--unless of course, I have a vested interest in continuing to believe untruths about him.
>
> I don't want to belabor the point, but I think

> it is almost self-evident that you cannot love another person, that is, behave toward him so as to foster his happiness and growth, unless you know what he needs. And you cannot know what he needs unless he tells you.
>
> You cannot collaborate with another person toward some common end unless you know him. How can you know him, and he you, unless you have engaged in enough mutual disclosure of self to be able to anticipate how he will react and what part he will play?
>
> Yet, when a man does not acknowledge to himself who, what, and how he is, he is out of touch with reality, and he will sicken and die; and no one can help him without access to facts. And it seems to be another empirical fact that no man can come to know himself except as an outcome of disclosing himself to another person. This is the lesson we have learned in the field of psychotherapy. When a person has been able to disclose himself utterly to another person, he learns how to increase his contact with his real self, and he may then be better able to direct his destiny on the basis of knowledge of his real self. (13)

A principal or counselor should not expect earned leadership to be established in the first month of his tenure. A period of time is required for getting acquainted with people as well as with problems.

Appendix A

960 Center Street, North
Birmingham, Alabama 35204
August 22, 1972

Dear

I am an educator employed with the Birmingham Public School System. Presently, I am assigned as Principal of Patterson Elementary School. This year marks the beginning of my fifth year as principal. I also served nine years as Guidance Counselor at Parker High School.

As partial fulfillment of the requirements for the degree of Doctor of Philosophy (Ph.D.) at Walden University, Naples, Florida, I am engaging in a study of "Role Perceptions of High School Principals and High School Guidance Counselors."

Your cooperation in responding and returning the enclosed questionnaire at your very earliest convenience will be much appreciated and should assist in providing needed information regarding this area of study.

The source of the information from the questionnaire nor your name will be published. Please Do Not Sign Your Name On The Questionnaire, unless you want a summary of the results of this study sent to you.

Thanking you in advance for your participation in this research

project.

Yours truly,

George A. Boyd

George A. Boyd

Phones: 323-7527 (Residence)

592-3036 (School)

Inclosures: Questionnaire

Return Envelope

Appendix B

Counselor's Questionnaire

Please write or check one response to each question.

1. Sex: Male _____ Female _____

2. Degree: (Highest) A.B., B.S. _____ M.A. _____ Ed.D. _____ Ph.D. _____

3. Age: 20-30 _____
   31-40 _____
   41-50 _____
   51-60 _____
   61-Over _____

4. School Enrollment:
   100-200 _____
   201-300 _____
   301-400 _____
   401-500 _____
   501-Over _____

5. Type of school: 6-3-3 _____ 8-4 _____ Voc. H.S. _____

6. Number of teachers in school? _____

7. Number of counselors in school? _____ Part-time _____ Full-time _____

8. Number of vice or assistant principals? _____ Part-time _____ Full-time _____

9. Number of registrars or educational secretaries? _____

10. Number of students assigned to you? _____

11. Are you assigned any particular grade level? _____ If so, list

    _____

12. How would you rate your principal's style? Democratic _____ Authoritarian _____ Combination of both _____

13. With which groups do you feel that you are most effective? Parents _____ Students _____ Teachers _____

14. How would you rate the principal's ability to evaluate your job

performance at the end of the year? Good _____ Adequate _____

Inadequate _____

15. How do you view the process used by the principal to evaluate your job performance at the end of the year? Good _____ Adequate _____

Inadequate _____

	Yes	No
16. Is your role as counselor perceived as a threat to the responsibility of the principal?	___	___
17. Are you frequently placed in charge of the school during the absence of the principal?	___	___
18. Are additional counselors needed in your school according to the state recommended pupil-counselor ratio of 1:500?	___	___
19. If you are a part-time counselor, do you think the school's needs could be met with your serving as a full-time counselor?	___	___
20. Are you frequently assigned disciplinary problems to handle?	___	___
21. Is the responsibility of making the school schedule placed in your hands?	___	___
22. Are you adequately prepared to serve as counselor according to state requirements?	___	___
23. Do you keep your principal informed as to the type of counseling cases with which you are working?	___	___
24. Does your principal insist that you reveal confidential information about your clients?	___	___

	Yes	No
25. Are you compelled to accept recommendations from your principal regarding your responsibility as a counselor?	___	___
26. Can you easily obtain a conference with your principal when you desire?	___	___
27. Does the principal set specific times during which you are able to have conferences or interviews with students?	___	___
28. Are you free to do research on students in your school (test performance, follow-up studies, etc.)?	___	___
29. Do you have access to student records?	___	___
30. Are you free to arrange interviews with students, parents, and community when needed?	___	___
31. Do you prepare and send out transcripts to colleges, etc.?	___	___
32. Are student records typed or photographed which are mailed out as transcripts?	___	___
33. Do you have a telephone in your office?	___	___
34. If your principal were placed in another school, would you prefer to be assigned to the same school with him?	___	___
35. Does your principal see that you have necessary equipment and supplies to work with?	___	___
36. Is your relationship with the principal such that you feel that you cooperate in the performance of your role?	___	___
37. Do you fear the principal will give you a low rating at the end of the year?	___	___

	Yes	No
38. Do you think the principal supports you in your role as counselor?	___	___
39. Do you enjoy your work as a counselor?	___	___
40. Do you desire to remain in the counseling field?	___	___
41. Is your office conveniently located near the principal's office?	___	___

Please list other things or suggestions that could be done in your school that would assist you to better carry out your responsibilities as a counselor.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Please write your name, address and phone number below if you want the results of this study sent to you.

_____ Address

_____

_____

_____ Phone Number

George A. Boyd

George A. Boyd

Researcher

Principal's Questionnaire

Please write or check one response to each question.

1. Sex: Male _____ Female _____

2. Degree: (Highest) A.B., B.S. _____ M.A. _____ Ed.D. _____ Ph.D. _____

3. Age: 20-30 _____
   31-40 _____
   41-50 _____
   51-60 _____
   61-Over _____

4. School Enrollment:
   100-200 _____
   201-300 _____
   301-400 _____
   401-500 _____
   501-Over ____

5. Type of school: 6-3-3 _____ 8-4 _____ Voc. H.S. _____

6. Number of teachers: _____

7. Number of counselor(s): _____ Part-time _____ Full-time _____

8. Number of vice or assistant principals: Full-time ____ Part-time ___

9. Number of registrars or educational secretaries: _____

10. How would you rate your style of leadership? Democratic _____
    Authoritarian _____ Combination of both _____

	Yes	No
11. Do you assign disciplinary problems to counselors?	____	____
12. If so, in what area? _____		
13. Do any of your counselors assume the responsibility of making the school schedule?	____	____
14. Do you feel that the service of a counselor is really needed in your school?	____	____

	Yes	No
15. Do you give your counselors administrative authority?	____	____
16. Do you feel that your counselors are adequate to work as counselors in your school?	____	____
17. Does the counselor sometimes attempt to assume administrative authority without your permission?	____	____
18. Is your counselor assisting in carrying out the total school program?	____	____
19. Could you use additional counselors of the caliber of your counselors?	____	____
20. If you have a part-time counselor, could the school's needs be better satisfied if you had a full-time counselor?	____	____
21. Does your counselor tend to work more with one segment of the student body and not with the others?	____	____
22. Does your counselor keep you informed as to his or her activities within the school?	____	____
23. Do you insist that counselor's reveal confidential information about clients to you?	____	____
24. Do you solicit recommendations from your counselor?	____	____
25. Do you engage in regular communication with your counselor?	____	____
26. Do you allow your counselor to do research in your school? Example: Follow-up studies, testing, etc.	____	____
27. Are your counselors permitted to arrange interviews with parents and community leaders without prior conference with you?	____	____

	Yes	No
28. Do your counselors have free access to student records?	____	____
29. Does the counselor prepare and send out transcripts to colleges, etc.?	____	____
30. Are these student cumulative records typed or photographed?	____	____
31. If you had the opportunity of rehiring or transferring your counselor to another school with you, would you?	____	____

32. Which group seems to like and appreciate your counselors most?

Teachers _____ Students _____ Parents _____

33. Please list other things or suggestions that could be done in your school that would assist you to better carry out your responsibilities as a principal.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Please write your name, address and phone number below if you want the results of this study sent to you.

_____ Address

_____

_____

_____ Phone

George A. Boyd

George A. Boyd

Researcher

Appendix C

Tally Sheet for the Counselor's Questionnaire

Please write or check one response to each question.

1. Sex: Male (21) Female (55)

2. Degree: (Highest) A.B., B.S. (1)
   M.A. (67) Ed.D. (1) Ph.D. ___
   Ed.S. (5)

3. Age: 20-30 (9)
   31-40 (24)
   41-50 (24)
   51-60 (11)
   61-Over (3)

4. School Enrollment:
   100-200 (1)
   201-300 (0)
   301-400 (1)
   401-500 (3)
   501-Over (67)

5. Type of school: 6-3-3 (23) 8-4 (35) Voc. H.S. (11)
   10-12 (1) 7-12 (1) 6-6 (1)

6. Number of teachers in school? (4,172)

7. Number of counselors in school? (194) Part-time (3) Full-time (154)

8. Number of vice or assistant principals? (94) Part-time (8)
   Full-time (78)

9. Number of registrars or educational secretaries? (164)

10. Number of students assigned to you? (34,515) (70 counselors--approximately 493 students per counselor)

11. Are you assigned any particular grade level? ____ If so, list _____
    _____

12. How would you rate your principal's style? Democratic (37)
    Authoritarian (6) Combination of both (36)

13. With which group do you feel that you are most effective?
    Parents (18) Students (66) Teachers (6)

14. How would you rate the principal's ability to perform his job?

    Good (49) Adequate (21) Inadequate (4)

15. How do you view the process used by the principal to evaluate your job performance at the end of the year? Good (23) Adequate (29) Inadequate (14)

	Yes	No
16. Is your role as counselor perceived as a threat to the responsibility of the principal?	(12)	(55)
17. Are you frequently placed in charge of the school during the absence of the principal?	(7)	(70)
18. Are additional counselors needed in your school according to the state recommended pupil-counselor ratio of 1:500?	(35)	(40)
19. If you are a part-time counselor, do you think the school's needs could be met with your serving as a full-time counselor?	(13)	(5)
20. Are you frequently assigned disciplinary problems to handle?	(6)	(70)
21. Is the responsibility of making the school schedule placed in your hands?	(37)	(41)
22. Are you adequately prepared to serve as counselor according to state requirements?	(72)	(4)
23. Do you keep your principal informed as to the type of counseling cases with which you are working?	(55)	(21)
24. Does your principal insist that you reveal confidential information about your clients?	(9)	(65)

	Yes	No
25. Are you compelled to accept recommendations from your principal regarding your responsibility as a counselor?	(27)	(43)
26. Can you easily obtain a conference with your principal when you desire?	(66)	(9)
27. Does the principal set specific times during which you are able to have conferences or interviews with students?	(24)	(54)
28. Are you free to do research on students in your school (test performance, follow-up studies, etc.)?	(69)	(4)
29. Do you have access to student records?	(73)	(1)
30. Are you free to arrange interviews with students, parents, and community when needed?	(70)	(4)
31. Do you prepare and send out transcripts to colleges, etc.?	(34)	(42)
32. Are student records typed or photographed which are mailed out as transcripts?	(72)	(1)
33. Do you have a telephone in your office?	(66)	(8)
34. If your principal were placed in another school, would you prefer to be assigned to the same school with him?	(32)	(37)
35. Does your principal see that you have the necessary equipment and supplies to work with?	(51)	(21)
36. Is your relationship with the principal such that you feel that you cooperate in the performance of your roles?	(66)	(6)
37. Do you fear the principal will give you a low rating at the end of the year?	(2)	(66)

	Yes	No
38. Do you think the principal supports you in your role as counselor?	(69)	(4)
39. Do you enjoy your work as a counselor?	(78)	(0)
40. Do you desire to remain in the counseling field?	(76)	(0)
41. Is your office conveniently located near the principal's office?	(63)	(13)

Please list other things or suggestions that could be done in your school that would assist you to better carry out your responsibilities as a counselor.

(31 Respondents listed 52 suggestions)

Please write your name, address and phone number below if you want the results of this study sent to you.

_____ Address

_____

_____

_____ Phone Number

George A. Boyd

George A. Boyd

Researcher

Tally Sheet for the Principal's Questionnaire

Please write or check one response to each question.

1. Sex: Male (34) Female (0)

2. Degree: (Highest) A.B., B.S. ____
M.A. (27) Ed.D. (3) Ph.D. ____
Ed.S. (4)

3. Age: 20-30 (0)
31-40 (6)
41-50 (11)
51-60 (12)
61-Over (2)

4. School Enrollment:
100-200 (1)
201-300 ____
301-400 ____
401-500 ____
501-Over (31)

5. Type of school: 6-3-3 (13) 8-4 (11) Voc. H.S. (5) 7-12 (3)
8-12 (1) 1-12 (1)

6. Number of teachers: (1,756) (34 schools)

7. Number of counselor(s): (79) Part-time (0) Full-time (79)

8. Number of vice or assistant principals: Full-time (47) Part-time (1)

9. Number of registrars or educational secretaries: (66)

10. How would you rate your style of leadership? Democratic (11)
Authoritarian ____ Combination of both (24)

	Yes	No
11. Do you assign disciplinary problems to counselors?	(2)	(32)
12. If so, in what area? _____		
13. Do any of your counselors assume the responsibility of making the school schedule?	(16)	(19)
14. Do you feel that the service of a counselor is really needed in your school?	(32)	(0)

	Yes	No
15. Do you give your counselors administrative authority?	(14)	(19)
16. Do you feel that your counselors are adequate to work as counselors in your school?	(30)	(2)
17. Does the counselor sometimes attempt to assume administrative authority without your permission?	(6)	(27)
18. Is your counselor assisting in carrying out the total school program?	(32)	(0)
19. Could you use additional counselors of the caliber of your counselor?	(27)	(5)
20. If you have a part-time counselor, could the school's needs be better satisfied if you had a full-time counselor?	(10)	(1)
21. Does your counselor tend to work more with one segment of the student body and not with the others?	(11)	(22)
22. Does your counselor keep you informed as to his or her activities within the school?	(32)	(1)
23. Do you insist that counselors reveal confidential information about clients to you?	(2)	(31)
24. Do you solicit recommendations from your counselor?	(32)	(1)
25. Do you engage in regular communication with your counselor?	(33)	(0)
26. Do you allow your counselor to do research in your school? Example: Follow-up studies, testing, etc.	(33)	(0)
27. Are your counselors permitted to arrange interviews with parents and community leaders without prior conference with you?	(26)	(6)

	Yes	No
28. Do your counselors have free access to student records?	(34)	(0)
29. Does the counselor prepare and send out transcripts to colleges, etc.?	(13)	(20)
30. Are these student cumulative records typed or photographed?	(31)	(2)
31. If you had the opportunity of rehiring or transferring your counselor to another school with you, would you?	____	____

32. Which group seems to like and appreciate your counselor most?

Teachers (3) Students (2) Parents (31)

33. Please list other things or suggestions that could be done in your school that would assist you to better carry out your responsibilities as a principal.

(9 Respondents made 28 suggestions)

_____

_____

_____

_____

Please write your name, address and phone number below if you want the results of this study sent to you.

_____ Address

_____

_____

_____ Phone

George A. Boyd

George A. Boyd

Researcher

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